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"There are more men ennobled by reading than by nature."

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What is Speech Worth to the Deaf?

The following is a copy of the speech delivered by President Gallaudet before the hearing section of the "Inter-National Congress for the Study of Questions of Education and Assistance to Deaf-Mutes," which was held in Paris last Summer. President Gallaudet read it in French, but copies in French, Italian, German and English were distributed among the members of the Congress :—

No more important question than this commands the attention of education of the deaf to-day.

For the last twenty years enthusiastic, and no doubt, well-meaning men and women have been urging with ceaseless activity both in Europe and America the universal adoption of the oral method, the abolition of all other methods, and the rigid prohibition of the use, in and out of school, of that language which is as natural to the deaf as speech to the hearing The cry of these propagandists accomplished its first notable public result at Milan in 1880, when the partisan congress of that year and place shouted frantically for "la methode orale pure."

It is the habit of these promoters of oral teaching to assert that the value of speech to the deaf is *inestimable*; that it is worth far more than any other attainment possible to them; that no price is too great to pay for it; that with it the deaf may be fully restored to society; that they can become likes "other people"; that they can enter schools and colleges for the hearing and engage in recitations therein without special assistance.

Some have even gone so far as to claim, and that in a bill twice introduced into the Congress of the United States and favorably reported by a committee, that "it has been clearly proven that deaf children can learn articulate speech and language by the use of the eye for all practical purposes as well as children who hear can learn through the ear, provided they have this training in infancy and early childhood."

And those who make this claim seriously promise to impart to all deaf infants committed to their care, such facility in speech and lip-reading, as will enable them to receive their education in schools for the hearing. And they declare the general adoption of measures for teaching speech to deaf children in the days of their infancy will make it possible to discontinue all existing special schools for this class of persons.

It need hardly be be said that no results have as yet been attained by the advocates of this extreme policy which entitle it to serious consideration.

Before undertaking to determine the value to the deaf of the speech which is really attainable, we must consider who are the parties to the controversy over methods—whose testimony is to be received and whose opinions are to be weighed.

And we soon perceive that while the judgment of teachers always deserves serious consideration and may often be of great value, no mistake could be greater than to regard instructors as the only persons whose views are to receive our attention. Indeed it will generally be admitted that teachers are *often* quite unable to judge as to the practical value of the speech of their pupils.

Many times is the speech of deaf children quite unintelligible to visitors, although their teachers understand it readily. And on such occasions these teachers express surprise that the visitors fail to understand what they easily comprehend.

The natural enthusiasm of teachers for a method, the desirability of which they are anxious to demonstrate, often warps their judgment to such an extent as to render it of little value.

May we then accept the opinions of the family and intimate friends of the deaf, as to the value of speech to them? Not always; and for reasons similar to those which compel us sometimes to question the testimony of their teachers. Their family and intimate friends soon come to understand their speech even though it be almost unintelligible to strangers, and so are often incompetent judge of its value in the world at large.

Of more importance than the testimony of teachers, family and intimate friends, is that of casual acquaintances and strangers; but of greatest value in the settlement of the question before us are the opinions and evidence of the deaf themselves.

From these four classes of witnesses, I shall bring forward opinions and statements of fact, which I hope may carry conviction to the minds of many, if not all, of my colleagues of this congress.

But before adducing this testimony, I wish to take a little time to speak of those particulars in which, and circumstances under which speech is, beyond all question, of great value to the deaf.

When a deaf person can within a reasonable period of school life, acquire a power of speech and lip-reading that will enable him or her to converse readily with strangers in social life, in business, and in travel, the acquisition is undoubtedly worth all it has cost.

Many of the advocates of the pure oral method do not hesitate to assure a confiding public that all deaf-mutes are capable of such success in speech. Were this true the controversy over methods would have long since come to an end; but unfortunately it is far from the truth, and so we find in all countries those who question, more or less seriously, the wisdom of banishing from schools for the deaf all methods except the oral.

In 1867 it was my privilege to make careful examination of more than forty schools for the deaf in Europe. I was then a young man seeking instruction from my elders. The chief object of my investigation was to determine, if possible, the question I am discussing to-day. It was my good fortune to meet in 1867 nearly all the men prominent at that time in our profession, and as was natural, I asked them many questions. It will be sufficient for the purpose of this paper to quote from one of these eminent men, "*facile princeps*" among the the teachers of the deaf of his time, Moritz Hill, of Weissenfels. The day I spent with Hill in his school is a precious memory, and doubly so as I had for an interpreter my life-long friend, Dr. Felix Flugel, the eminent lexicographer, still living in Leipsic.

Anxious to know Mr. Hill's opinion as to the practical value of speech to the mass of his pupils, I asked some questions which he answered as follows :—"

"Out of one hundred pupils, eighty-five are capable, when leaving the school, of conversing on commonplace subjects with their teachers, family and intimate fuinds. Sixty-two can do so easily."

"Out of one hundred, eleven can converse readily with strangers on ordinary subjects. Many others learn to do this after quitting school."

In the careful analysis I propose to make of this testimony of Hill's, I concede everything he claims, and shall not, therefore, have to take any account of the teacher's enthusiasm or natural bias for his own method.

First I notice that fifteen out of every hundred are not capable of conversing even on commonplace subjects with their teachers, families and intimate friends. In speech they are failures. And yet no doubt they have spent many weary hours striving after the unattainable; and many other weary hours oblivious of the instruction their teachers were giving orally to their more favored schoolmates.

In the United States there are ten thousand deaf children in school. According to Hill, one thousand five hundred of these are incapable of success in speech. To them speech is of no value, and the time spent in trying to acquire it is worse than wasted, and should be given to something of worth which is within reach of their faculties. The same proportion will, of course, apply to the deaf in Europe.

Let us now consider those who can "converse on commonplace subjects with their teachers, family and intimate friends," and what speech is worth to them.

Hill says that out of one hundred, eighty-five can do this, this number including the the eleven who can do more. Making the necessary reduction, we have seventy-four whose intelligent use of speech, and this "on commonplace subjects" it must be observed, is limited to the narrow circle of "teachers, family and intimate friends."

I ask you, my colleagues, to consider what this means? What real conversation, of a stimulating or elevating sort, can these deaf persons hope for in the home circle or among their intimate friends, if they are to be held down forever to the deadly level of the commonplace?

And yet this seventy-four per cent comprises those who stand for the average success of the oral method!

How much better off are they than others of equal intelligence who have spent no time in learning to speak, but whose "family and intimate friends" have gladly, for their sake, learned the manual alphabet, and possibly some signs, and by these means are able to have *actual conversations* with their deaf friends on any subject, often rising far above the level of the commonplace?

Speaking from a personal acquaintance with some thousands of deaf persons, I am fully convinced that comparing the lot of the seventy-four per cent we are now considering, cut off as they naturally would be from the use of signs and the finger alphabet, with an equal number educated without speech, but well taught on the manual method, the lot of the latter would be far happier and more successful than that of the former.

Let us see now what conclusions must be drawn, if my judgment be just, as to the value of speech to the ten thousand deaf children now in school in my own country.

Fifteen per cent must be set down as getting nothing from speech. Adding to these the seventy-four per cent we have just been discussing, we have eight thousand nine hundred whose lives would be happier and more successful were they well educated on the manual method, than if they were educated on the pure oral method. And the same ratio would apply to the deaf of Europe. *What then is speech worth* to this large majority of the deaf?

In this connection I call to mind a visit I made some years since to the home of a deaf young man, then a student in our college at Washington, all of whose early education had been conducted on the pure oral method. His father was a man of wealth, and he had had as private tutor one of the most eminent oral teachers of our country. The young man to whom I refer depended on speech and lip reading for his intercourse with his family, and I observed with much surprise that he took little part in the conversation at table or around the fireside. His friends made no attempt to help him understand the lively talk that was going on about him, and he sat much of the time silent and isolated. His neglected and forlorn condition excited my sympathy, and I could not help comparing it with that of many deaf-mutes of my acquaintance, whose friends communicate freely with them by means of the manual alphabet, giving them rapidly and freely all the "give and take" of the home circle.

These, I am confident, had far greater social enjoyment in their families and among their friends than the orally taught youth to whom I have alluded. As I saw him, his speech was of little worth even among his family and immediate friends.

In support of the opinion that this is true of many orally-taught deaf persons, I will now bring forward the testimony of a witness, whose appearance in this discussion will surprise many, but whose commanding intellectual ability and whose keen powers of observation no one will question: I refer to the Right Honorable Joseph Chamberlain, the well kuown British Cabinet Minister and Member of Parliament.

Mr. Chamberlain spent the greater part of a day at the institution at Washington in 1888, when I had the pleasure of exhibiting to him our methods of instruction in much detail, from the most elementary work of our primary school on through the highest classes of the college.

Three months later Mr. Chamberlain was called before the Royal Commission on the Deaf and the Blind in England, and asked to give an account of his visit to the college, and to state his views, in general, in regard to the education of the deaf. His testimony fills four and a quarter closely printed folio pages of the report of the commission, and shows him to have been an observer of remarkable powers. He speaks of methods and their relation to each other with the clearness and precision of an expert.

In answer to the following:— "Was the impression you formed from visiting that institution that the combined system was a good one for the deaf and dumb, and that it could be carried on with succes", Mr. Chamberlain replied;—"At the time my attention was not specially directed to the question, which I think has been occupying you very much, but I have thought of it a good deal since. I am quite satisfied with the results I saw, and thinking it over since, I confess I cannot bring myself to believe that the oral method could possibly be satisfactory by itself. I am strongly in favor of the combined system."

To the following question:—"Was your impression from what you saw at the Washington college that if the pupils had been taught by the pure oral method, they in their intercourse with each other and with many of the outside world also, would still have recourse to signs?" Mr. Chamberlain replied:—"I think it would be absolutely necessary for them to do so, if they are to have any real enjoyment of life.

At the very end of his testimony two answers of Mr. Chamberlain's appear, which will be seen to be especially pertinent to this dicussion, and which will, I think, commend themselves to very many teachers, and especially to the deaf themselves.

Question. "Suppose there are two deaf-mutes, one who could speak orally only, and the other who carried on conversation by signs and the manual alphabet, which do you think would get on best in the world?"

Answer. "I would rather be the one who could speak by signs."

Question. "That is supposing you lived in a community of sign speaking people?"

Answer. "No; what I should say is that one who spoke by signs would have a perfect communication with his intimate friends and relations, and that that was worth more than an imperfect communication with the outer world."

Turing from the views of the eminent statesman I have just quoted, let us consider the opinions of the educated deaf themselves as expressed in conventions, in their publications and in other ways.

I am aware that certain teachers of prominence have declared that the views of the deaf in this discussion are of no value. This ground was taken in Germany a few years since, when a petition numerously signed by educated deaf-mutes of that country, was presented to the Emperor praying that essential modifications might be made in the methods employed in the German schools. It seems to me hardly necessary to controvert so groundless a claim as this, that the intelligent, educated deaf-mute is not capable of judging as to the value of the training he has received in school. For those who make it confess one of two things:—either the training they have given their pupils is insufficient and crude, or they themselves fail to understand the mind and disposition of those they have taught. As to the opinion of the deaf themselves, (as expressed in their conventions,) it will hardly be necesaary for me to do more than allude to the fact, no doubt known to you all, that in these gatherings of the deaf, held as they have in many of the prominent cities of Europe and America, a variety of methods in the ecucation of their class, is uniformly and almost unanimously demanded.

I have taken pains during the past few years to come inte personal interecourse with many hundreds of the adullt deaf, in Great Britain and Ireland, in France, Switzerland, Italy, Austria and Germany. I have found among them many of great intelligence, and keen power of discrimination, and their testimony has been most decided that to the average deaf-mute, those included in the seventy-four per cent we have been considering, the practical value of speech was small.

In an address given in London three years ago, I brought forward much individual testimony from educated deaf-mutes on this point, which I will not now repeat. I will only quote from a letter recently received from a deaf-mute of deserved prominence in Germany, one who had been designated by the German Minister of Education as a council member of this Congress.

This gentleman, having been educated in an oral school, and able to speak and read from the lips with more than average facility, writes to me as follows in answer to certain questions:—

"I think speech can never be of real worth to the deaf, because a great many of them cannot pronounce perfectly well. The German teachers have long known this, and have made many proposals for another system of education, but without any effect until now. Some teachers have written to me that they could not but give the palm to the excellent results of those schools which have adopted the combined system, over those German schools that make use of the oral method alone. The most of the German teachers are convinced that the pure oral method is an insufficient method of teaching. It is true that deaf-mutes, educated by the pure oral method, generally give up trying to speak with strangers after leaving school, and they look for friends among the deaf. Thus we see the impossiblity of preventing the exclusiveness of deaf-mutes, by teaching them orally. Most of the teachers of the deaf in Germany are not deaf, and have, therefore, little knowlege of the inner feeling and thinking of the deaf. This I regard as a calamity in our schools."

That the best educated deaf persons in Germany entertain generally, the views I have just quoted from a representative of this class, I know through personal acquaintance with many.

At the International Congress of Instructors of the Deaf, held in 1893, at Chicago, an instructive paper was read by a highly educated deaf man on "The orally taught deaf after leaving school." In preparing his paper the writer had interrogated many orally taught deaf persons as to their experience in adult life. He gives in full a letter, the statements of one which may be taken as typical of the condition and disappointments of many. I give only portions of this letter.

"Had your questions been presented to me twenty years ago, when I first left school, I should probably have drawn a more rose-colored picture. Now I can only say that while I consider oral teaching valuable, and worthy of pursuit by all the deaf, it does not and cannot work miracles. No deaf person can be fully restored to society, except by the removal of deafness. It is an insurpassable obstacle to general conversation,—a heavy encumbrance everywhere.

"With respect to the orally taught, I have felt deeply of late that their position was an extremely anomalous one. They stand between two classes, having affinities with both, but really belonging to neither. As one lady,—herself a fine oralist,—said, 'We do not fit in anywhere. We go among the hearing, converse with them to some extent, and are kindly received. We go among the deaf and dumb talk with *them* as far as we can, and are welcomed with courtesy. But the fact is that each class has a *language of its own*, and in neither case is that language perfectly intelligible to us. We are simply *mongrels*.'

"Now these are strong statements, and would terribly shock my good teachers. But they are the result of hard and bitter experience, and I cannot soften them without doing violence to my conscience . . . A number of others feel just as I do."

I could bring forward much additional testimony from intelligent orally taught deaf persons, to prove that to very many the practical benefits of the speech laboriously acquired in school, are far less than the assurances of their teachers led them to anticipate. I will not, however, take time for this, but will pass on to consider Hill's declaration that "out of one hundred (orally taught deaf-mutes) eleven can converse readily with strangers on ordinary subjects. Many others learn to do this after quitting school."

Here again I will give the largest reasonable consideration to Hill's claim, and admit that those who improve in their speech after leaving school so as to be able to converse readily with strangers, will be as many as those who learn to do this while in school. This will give us an aggregate of twenty-two per cent of all the deaf who may expect to attain a full measure of success in learning to speak, and in reading the lips of others. And in estimating the value of speech to these I will attach no great weight to the fact that Hill claims no more than that these can converse readily with strangers on *ordinary* subjects. Nor will I do more than suggest that in this twenty-two per cent, will be found those we term semi- mute and semi-deaf, whose speech has therefore been acquired by means not greatly different from those by which normal children learn to speak.

For the sake of the argument, I will fully concede that twenty-two per cent of the deaf may attain a perfection in speech fully compensating for the time and money expended, and that to these speech is worth all it has cost.

This conclusion will be accorded full consideration in the closing summation of the present discussion.

I will now ask attention to a very delicate matter in connection with the oral education of the deaf, which I approach with a good deal of hesitation. And I wish to say in advance that to the question I am about to raise I do not propose to give any answer or to express an opinion. I shall simply speak of some things to which my attention has been directed, and leave others to determine whether they settle the question or not.

This is my query:—Is there anything in the process of the oral education of the deaf which has a tendency to impair the moral sense of those who engage in it, either as teachers or pupils?

Many of my colleagues no doubt remember the serious criticism made by the deservedly distinguished Edward Walther, of Berlin, on certain teachers, in his valuable work, *Handbuch der Taubstummenbildung*, published in 1895, in which he says of some who make extravagant claims as to the achievements of the oral method, "since it is hardly possible that they deceive themselves, their object must be to deceive others."

This serious indictment made a profound impression on my mind, and has led me to take note of many incidents which have come under my notice within the past five years, one or two of which I will now relate.

At a certain convention of instructors in my own country there were present a number of orally taught pupils, who had been brought there to be exhibited. One of them was found one day making signs, and on being asked if signs were allowed in the school from which she came, replied, "O, yes! but Mr. —— told as we must not make any signs here, and I forgot." The same girl was found a little later to have enough hearing to understand spoken words without seeing the mouth of the speaker, and when asked if she had always heard, replied, "Yes, but Mr. —— told me I must not let it be known here that I heard."

Are not these injunctions to conceal facts of a piece with what often occurs when the speech of deaf children is being exhibited and visitors are led to conclude that those before them were born deaf, when in fact many of them, and these generally fluent speakers, either possessed some hearing, or had acquired speech before becoming deaf? Is it not common for oral teachers to assure their pupils that if they exert themselves to succeed with speech, they may avoid being recognized as deaf persons, may appear "just like other people;" in short that they may "deceive others?"

The limits of this paper will not permit the mention of many similar incidents which have come under my notice, and I will dismiss the question I have raised with the remark, that if in their sincere enthusiasm to impart the great boon of speech to as many deaf children as possible, some oral teachers plant seeds of untruthfulness in the minds of their pupils, a very high, even a ruinous price is being paid for an accomplishment which is found in many cases to be of comparatively little practical value.

I will now, Mr. President and honored colleagues, present the conclusions I have endeavored to reach.

During the thirty years which have passed since my memorable interview with Hill of Weissenfels, I have met with great numbers of orally taught deaf- mutes, and have visited many oral schools. Nothing has led me to doubt the correctness of Hill's quoted statements. What he said in 1867 is, in my opinion, true to-day. Making the best I can for the cause of oralism from his percentage, I conclude that for twenty-two per cent of the deaf, speech is worth what it costs; that for fifteen per cent it is of no use; and that for the remainder its value is by no means as great as the public has been led by the ardent supporters of the pure oral method to believe. More than this, when I consider the testimony of the deaf themelves, and that of the many parents who have confessed to me their great disappointment at the results of the oral teaching of their children, I feel satisfied in concluding that for at least fifty per cent of the deaf, so far as attempts to teach speech are concerned, "the game is not worth the candle."

Under these conditions what should be the policy of true friends of the deaf as to methods? Can the course of those who insist on a single method be approved? Assuredly not.

Nothing is more clear to the intelligent and unprejudiced observer of deaf children than that their mental and physical capabilities are far from being the same. It is impossible to force all to the standards and requirements of a single method.

The method must be adapted to the child. And so it follows, logically and naturally, that for the development of all the deaf, a combined system must be employed. I do not say "the" combined system, for many combinations are possible, suggested by differing conditions, some of which may be preferable to others, but all of which are more effective of results than any single method.

It is well known that in my country the great majority of the deaf are being educated on a combined system. It is, perhaps, not so well known that in the combined system schools more than half the pupils are taught to speak, and that in most of them all are given the opportunity to acquire speech.

I hope I shall not be regarded as boastful when I express the belief that the American schools for the deaf are to-day, as a whole, organized and conducted on a system calculated to secure "the greatest good of the greatest number,"—and that any defects that may be found are incidental, due to local causes, and easily removable.

In conclusion, I will venture to express the belief that the time is not distant when European teachers, generally, will conclude, what many have already discovered, that the value of speech to many of the deaf has in the past been greatly overestimated, and that a broad system of education, using all means that have been found of service, is far more fruitful of results than any single method can possibly be.

Basket Ball

Saturday Evening,
Oct. 27, at 8:30

HARLEM A. C.
vs.
ALLIANCE Basket Ball Team
Of Harlem.

AUDUBON A. C.
of Washington Heights
vs.
THE "SILENT FIVE"
Basket Ball Team.

Two big games! One admission!

AT

Dr. Savage's Institute,
308-310 West 59th Street.

All Trolleys direct to door.

TICKETS, - 25 CENTS.

OHIO.

The Home Trustees Hold a Meeting.

FOOT BALL MATTERS.

A Stocking Social -- Other Notes.

[News items for this column may be sent to our Ohio News Bureau, care of Mr. A. B. Greener, 993 Franklin Ave., Columbus, O.

The trustees of the Home held their annual meeting in the office of the Superintendent at the Institution with President Patterson in the chair. The others present were Superintendent J. W. Jones, Messrs H. C. Filler, W. S Eagleson, George Zeigler, R. P. McGregor, A. H. Schory, W. H. Zorn Thomas McGinness, A. G. Byers and A. B. Greener. The meeting was called to hear the reports of the officers of the Home for the year ending August 31st. These were the report of the Secretary of the Board, the Treasurer and the Superintendent of the Home. They were all approved and ordered printed in the *Chronicle* We will present an abstract of them in a subsequent letter. A vote of thanks was tendered Superintendent and Matron Jones, for the able manner in which they have conducted the affairs of the Home the past year. The Secretary was also directed to present the Board's acceptance and thanks for the surrey which was obtained for the Home through Mr. Jones, endeavors.

A committee was appointed to draw up and present to Mr and Mrs Jones, resolutions expressing the sympathy of the Board in the death, last August, of their little child.

Some talk was indulged in looking to a change of officers of the Board, but it was thought best to refer the matter to the Association for such action as it might seem proper. At present there are no rules covering the case, the changing of officers of the Board, those now serving have held their positions since 1898. The Board itself however is perpetual, and fills all vacancies that may occur by death or resignation.

Contrary to expectations, our foot ball team suffered a defeat Saturday, in its play with the O. M. U. team, but it was a defeat of which they need not be ashamed. Had fairness in decisions been given, the score would have been on the other side. The games was played at Neil Park, opposite the M. F Barracks, during the forenoon, and was merely a practice contest for the O. M. U., as in the afternoon they were to tackle a college club of their own size and weight. Our boys are still full of ginger and prepared to show their friends before the season is over that they can kick ball as well as the best of the clubs.

From the schedule below, it will be seen that during the season, they will be out of town to play every Saturday but one. The exception is owing to the fact that some of the members take part in the entertainment be given on the evening of the 20th, for the benefit of the Home, and hence for the club to be away on that date, would cause a hitch in the latter program.

It is likely a game will be played here.

October 20th—Open.
October 27th—Otterbein (2nd team), abroad.
November 3d—Delaware High School, abroad.
November 10th—Chillicothe High School, abroad.
November 17th—Lancaster High School, abroad.
November 24th—Shelby High School, abroad.
Thanksgiving—Central High School, Toledo, abroad.

Mr. and Mrs. Edward Fellers are rejoicing over a pair of twins, boy and girl, which came to their home August 30th. Mrs. Feller, while a pupil here, was Miss Ida Herbster. Her husband is a hearing man. Their home is in Fremont.

Mr. Harry Bolton was given a lay off some time ago in the factory of Herbrand & Company, but work resumed again recently, and he will henceforth have his hands full for the season.

Frank B. Shanahan has been at work all year in the carbon works.

Alta E. Braden has gone over to the Jackson Knife & Shear Company, and works in the pocket-knife department of the plant. He was formerly with the Herbrand Company.

Mr. M. Heater, of Bellevue, was a recent visitor in Fremont.

Frank Dennis, of Green Springs, a small place about ten miles from Fremont, makes frequent visits to the latter place, but has seldom met any of the deaf there, for the reason that he did not know where they lived. He will be more fortunate the next time, as he met Alta Braden when he was in last, and now knows where to go for company. Mr. Dennis works on a farm and grist mill.

The Ladies' Aid Society, or the second division of it, has sent ont invitations to its stocking social, to be given on the evening of October 27th, in the girls' recreation hall. Within each folder is a neat little silk stocking, and the presence of the article is explained by the following lines printed on one of the inside pages.

"This little sock we give to you,
It is not for you to wear;
Please multiply your size by two,
And place therein with care,
In pennies or in cents,
Just twice the number that you wear,
(We hope it is immense.)
So if you wear a No. 10
You owe us 20, See?
Which dropped within this little sock.
Will fill our hearts with glee
'Tis all we ask, it isn't much.
And hardly any trouble,
But if you only have one foot,
Will surely charge you double.
Now if you have a friend quite poor
You'd like to bring with you,
Or if you know some one who'd come,
We'd gladly give you two.
So don't forget the date and place,
We'll answer when you knock,
And welcome you with open arms—
But don't forget the sock."

All who attend the affair will be assured of a good time, as there will be games and other features to help make the evening pleasant. Tickets to the Humpty Dumpty entertainment were printed this week, and "buy a ticket" is being asked of those interested in the home by the ticket sellers, and they are numerous.

Concerning the Institution, the *Dispatch* of the 10th inst. has the following :—

Superintendent J. W. Jones, of the deaf and dumb institution, continues to receive the highest commendations on the sanitary condition of the buildings. For the past five years there has not been a single death among the inmates which is a remarkable record, when it is considered that there have been from 450 to 500 children in the institution gathered from all parts of the state.

Mr. J. M Fuson, who during the eighties, was Steward of the Institution for two years, died at his home, Worthington, Saturday evening last, at the age of 79 years. He was a pioneer of this county.

Thursday afternoon Superintendent Jones went down to Dayton, to make an address before the Tenth Annual Meeting of the State Conference of Charities and Correction, and also to give an exhibition of the school work as carried on here. He took along with him the following pupils: Effie Laing. Grace Albert, Winnie Jones, Leo. Frater, Kreigh Ayers and Leslie Oren, the blind deaf and mute child, who is being educated here under the care of Miss Lyons. The latter was along as was also Miss Berry, one of the teachers who assisted in the exhibition given during the evening.

School was dismissed yesterday afternoon an hour earlier than usual, and the teachers were given a lecture on the vertical system of writing, by a gentleman sent here by the Silver Burdett & Company, who published the system.

Mr. Bert Wornstaff stopped off here a short time Wednesday, from a visit to relatives in Licking County.

We return our thanks to "Nero" for the complimentary notice he gave in the last JOURNAL.

Mr. Ezra Hedges went to Cleveland Sunday morning, upon request of Fred Krull, who had secured a job for him. What it is, our informant was unable to state.

We imagine Mr. Samuel Corbett, of Bellaire, is wearing an unusually broad smile these days. And it is because his good wife presented him with a 16-pound boy on Tuesday. Congratulations, Sam and Mary.

Oct. 13–'00. A. B. G.

The Deaf-Mutes' Journal.

NEW YORK, OCTOBER 18, 1900.

E. A. HODGSON, Editor.

THE DEAF-MUTES' JOURNAL (published at 163d Street and Broadway) is issued every Thursday; it is the best paper for deaf-mutes published; it contains the latest news and correspondence; the best writers contribute to it.

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Specimen copies sent to any address on receipt of five cents.

Notices concerning the whereabouts of individuals will be charged for at the rate of ten cents a line.

"He's true to God who's true to man:
Wherever wrong is done
To the humblest and the weakest
'Neath the all-beholding sun,
That wrong is also done to us,
And they are slaves most base,
Whose love of right is for themselves,
And not for all the race."

IT is quite natural for the deaf to be interested in the akoulallion, but ing the switch one way or the other; thus enabling the individual to adjust it to best suit his particular case. That ought to be an advantage.

Another thing that should receive the consideration it deserves, is that no attempt was made to place the akoulallion on the market until its merits had been thoroughly tested. The inventor took it to the convention of the National Association of the Deaf at St. Paul, and the most intelligent and representative deaf men of the country were given a free and unrestricted opportunity to test it. Again, the deaf of New England, gathered at the convention recently held in Boston, were afforded the same privilege. It has been taken to Institutions for educating the deaf, in different parts of the United States, and no obstacle has been placed in the way of a thorough examination into what it can do. Therefore, it will be seen that no imposition upon public credulity has been attempted.

To all who have addressed the JOURNAL concerning the akoulallion, we say that it may or may not make you hear, but it will cost you nothing to try it. You can find the company's address on the fourth page of this paper, and all questions you ask of them will no doubt

CALLAUDET COLLEGE.

All the Happenings of a Fortnight.

A FOOT BALL VICTORY.

News Notes and Comment.

From our Washington Correspondent.

The past week has witnessed a good deal of excitement among the boys, chiefly about the Xi Phi Sigma Society. The result of four days of wrangling is that the Society is *dead*—dead by a practically unanimous vote of the members, there being only four or five votes against the motion to dissolve it. A committee, consisting of Taylor, '01, Andree, '02, Hughes '03, and Neesam, '04, has been appointed to draft a constitution, and suggest plans for the organization of a new society. The committee is now at work and is receiving much valuable advice from President Gallaudet and other members of the Faculty. The idea at present is to have a strong organization perfected as soon as possible, and then seek recognition as a chapter of some good

sumed charge of the paper in June last, he has been able to reduce the paper's indebtedness of over $100, more than one half.

The writer last summer searched the country around his home for deaf children who had never been in school. He found one case, where the father was a deaf man who had been to school eight years, but who had forgotten almost everything he ever knew, and whose family was, to a great extent, living upon the charity of neighbors. What made the case seem still sadder was brought out by the following questions and replies :—

1. Is the father deaf? Yes.
2. Was he born deaf? Yes.
3. Are there any cases of deafness among relatives or ancestors? Yes; grandfather and uncle.
4. Was there any relationship between father and mother previous to marriage? Yes; first cousins.

Further questioning brought out replies to the effect that the grandparents on the father's side were also related to each other before marriage.

The Fellows have rented a piano and installed it in No. 5. Wonder if they expect to match it against the college yell later on, when the foot-ball season gets under way.

The Bicycle Club has organized with Norris, '01, as Pres.; Marshall, '04, Vice-Pres.; Cameron, Captain.

A letter received here Saturday, brings the news that Mr. Lars M. Larson's service, as Supt. of the New Mexico School, was closed last June, in order to save his salary for

right guard; Norris, left guard; McKern, right tackle; Bruns, left tackle; Schulte, center.

Games scheduled this week are: Friday, 19th, Reserves vs. Central High School; Saturday, 20th, first eleven, vs. University of Maryland, at Baltimore.

The Carlisle Indian School played the University of Virginia in this city Saturday. The Indians won easily—16 to 2. Gallaudet's team was given free admission to the game by the Virginia manager.

The O. W. L. S had a banquet, or something to eat, anyhow, Saturday night.

A Social reunion of the members of the Faculty and their families, the officers of the Institution and the students, was held in chapel Friday evening from 8 to 10 P.M. The time was very pleasantly spent in renewing old acquaintances, making new ones, and in social chat.

E. C Wyand, '02, is confined to his room with a slight attack of malarial fever.

There were two wedding couples on the Green at the same time Friday afternoon. They were Mr. and Mrs. Charles Lawrence, of Newark, N. J., and Mr. and Mrs. Schreiner, of Philadelphia, Pa. Miss O'Callaghan gave a surprise party to the latter couple, at her home in Georgetown, Friday night. She and Miss Senkind were with them at the Green. They took in a practice game between the 'Varsity and Reserves.

Invitation cards are out announc-

FANWOOD.

(From our Regular Correspondent.)

The first of a series of lectures about China, to be given before the Fanwood Literary Association, was delivered by Prof. W. G. Jones last Saturday evening. His subject was China, Geographical, and what it has done up to the time of the war with the Allies. He gave accounts of the "forbidden city" Pekin, Tien Tsin, and other prominent cities in the "Celestial Empire," and also many other valuable points about China. The lecture occupied fully two hours, and every one present was so interested that they paid the closest attention to all the lecturer said.

Miss Anne Denney Ward, one of the teachers of this school, left Wednesday the 10th inst., for her home in Massachusetts, where she will make preparations to go to Manila with her mother. She will sail for Manila about the first of November, to care for her father, who is Major of the 16th Regt. U. S. Regulars, now stationed in Manila. Major Ward was severely wounded some months ago. On Tuesday evening, the 9th inst, the teachers and officers gathered in the parlor to bid farewell to Miss Ward. The evening was passed with dancing and games, and everyone of the merry-makers enjoyed themselves. The evening was concluded with many wishes for Miss Ward's safe journey.

Miss Kate A. Currier, of Danville, place or remain in Catasauqua during the winter months.

Rumor has it that Mr. Chas. Miller, of near Allentown, has bought a nice horse for himself. Mr. Miller can now have the pleasure of driving through the country. We hope it won't spoil him.

A few Sundays ago, Messrs. William Davis and William King, of Easton, took a trolley ride to Allentown, and gave the writer a short but pleasant call.

Sarah Litzenberger was in Limeport last Saturday and Sunday, to see her sister, Mrs. Milton Keck. She found them both well.

O. K.

An Indiana Wedding.

Miss Melissa Cooper, granddaughter of Mrs. Robert Drake, was married to Mr. Charles Underwood, late of Montana, but now of this State at the country residence of Mrs. Drake, three miles east of Sheridan, Ind., at high noon Thursday, September 27th. The bride looked charming in a wedding costume of faun-colored crepe trimmed in white satin and lace, carrying a bridal boquet of white chrysanthemums. The groom wore the time honored black.

Mrs. F. Bolin, a life-long chum of the bride, was bridesmaid, and wore her wedding dress of white organdie over white silk, and also carried a boquet of white flowers. Mr. Bolin was best man. The couple were married on the verandah, which was adorned with

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1886 — 1901

THE DEAF-MUTES' UNION LEAGUE

WILL

CELEBRATE THEIR 15th ANNIVERSARY

WITH A

All the Street Cars Transfer to this place

All the Street Cars Transfer to this place

BALL

AT THE

"Tuxedo"

Madison Ave. and 59th Street.

Saturday Evening, January 5, 1901

AT NINE O'CLOCK.

Music by Mr. Lester Hirsch.

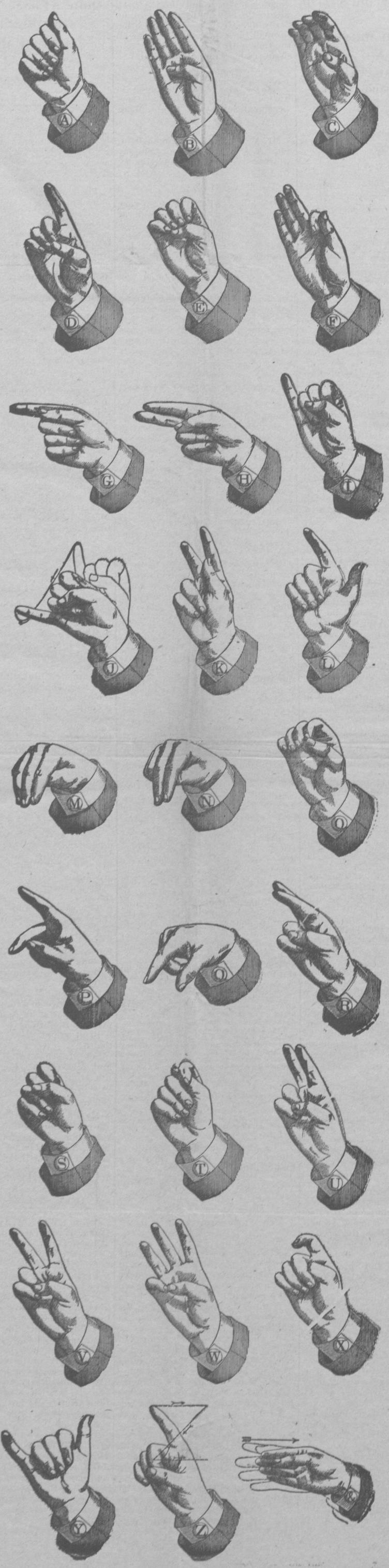
$1.00 Each, Including Supper and Wardrobe Check.

You can obtain tickets from our Ball Committee, as follows :—

Chairman F. Simonson, 78 East 81st Street, N. Y.
Moses W. Loew, 10 Amsterdam Avenue, N. Y.
Jacob Keibey, 869 First Avenue, N. Y.
William G. Gilbert, 485 St. John's Place, Brooklyn.
Treasurer S. Frankenheim, 531 Lexington Ave , N. Y.

Notice—Positively no tickets will be sold at the door.

American Manual Alphabet.



FIRST ANNUAL

ENTERTAINMENT

AND

BALL

OF THE

Deaf-Mutes' Athletic Club

will be held at the

NEW YORK

Turn Verein Hall

Southeast cor. of 85th Street and Lexington Avenue,

Wednesday, Jan. 23, 1901.

Tickets, 50c. and 75c.

NOTICE.

Read in the December issue our large programme.

GRAND ANNUAL

BALL

OF THE

NEW JERSEY Deaf-Mute Society

FEBRUARY 21, 1901

JACOBY'S HALL, Newark, N. J.

The Committee,
J. B. WARD, Chairman.

[Particulars later.]

PACH BROS.

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THE AKOULALION

the invention of

Mr. M. R. Hutchison,

which enables

Deaf People to Hear.

Now on Exhibition and Sale at the office of the

AKOUPHONE CO.,
42-48 East 20th Street,
NEW YORK.

All deaf-mutes are invited to call and test the instrument, whether they wish to purchase or not. This instrument has but recently been perfected, Mr. Hutchison having been working on the same since 1897.

At the National Convention of Deaf-Mutes, held in St. Paul in July, 1899, the following resolution was passed :

"*Resolved*, That the thanks of the Convention are due, and are hereby extended to Mr. Miller Reese Hutchison, for the opportunities afforded to test his *really wonderful instrument* for making the deaf hear, the Akoulalion."

The AKOULALION was exhibited at the New England Gallaudet Association held in Boston, August 27th and 28th, 1900. The Boston *Globe* had the following :

The Deaf Made to Hear.

The most interesting feature of the evening by far was the operation of an electrical apparatus for enabling deaf people to hear, the working of which was quite marvelous.

About everybody present was anxious to try it, for it was a great event to many, who had never before, since they were born, been able to hear the slightest sound.

Many such were not only able to plainly hear words that fell upon their ears for the first time, but which had no meaning to them, since they were familiar only as written on paper or spelled with the fingers, but they listened with inexpressible delight to the music of a brass band conveyed to their ears by means of the phonograph and the hearing apparatus together. The principle seems to be a union of the telephone and phonograph.

It was pathetic to hear grown-up men and women repeating with delight, "Papa," "Mama," and "Hello," the meaning to which was explained to them by movements of the lips, which all seem to understand.

The music of the band went to the depths of all their hearts, and seemed to inspire every nerve in their bodies to keep time to it.

One pretty and stylish young woman who had neither heard nor spoken a sound since she was three years old, having been afflicted by diphtheria, was very anxious to try the apparatus, as she watched the effect it had upon others. She quickly learned to coo "papa" and "mama" and "hello," and when the brass band was turned on and the inspiring rhythm of a quickstep was revealed to her, her face lit up like that of an angel, while her dainty gloved hands instinctively beat time in unison with the glorious sounds which until that instant she had never known.

Told Friends Her Happiness.

She asked what sort of a music it was, and was still more enraptured when told it was a brass band.

After it was all over, she circulated about among the others present, untiring in her efforts to explain, in her mute language, the happiness of hearing a brass band for the first time.

Through an interpreter she afterward explained to a *Globe* reporter that the exquisite sounds had aroused in her memory vague, visionary recollections—long forgotten—of having heard something like it in her babyhood.

The comparative facility with which every one of the deaf-mutes, who were experimented upon was able to repeat words spoken to them through the transmitter, seemed to indicate that the power of speech is dependent only upon the power to distinguish the sound of words, and that if they can only learn these sounds by being enables to hear them, they should then be able to quickly learn to talk, at least to some extent. For such words as were directed at them they repeated with very little trouble, though, as before said, without any comprehension of their meaning.

The most remarkable thing of all was that many, who never before heard a sound were able to hear perfectly, even words that were whispered to them. *Adv.*

Theo. I. Lounsbury

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